

Considering
assessments in
literacy – focusing
on reading

Welcome to Country

- I would like to show respect and Acknowledge Australia's First Peoples, the Traditional Custodians of the beautiful Land on which this meeting takes place.
- I would also like to acknowledge the extensive knowledge and skills each person present brings with them today.

Literacy across the curriculum

- The professional development today runs through both sessions. The first session will be about assessment, and the second about planning for implementing literacy across the curriculum.

Literacy K-12 Policy

- Teachers K-12, across all key learning areas, are responsible for the teaching and learning of literacy skills, knowledge and understandings (1.2.6)
- Teachers K-12 will develop and continually refine a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of students (1.2.5)
- Teachers will ensure students are equipped with a range of literacy practices and skills that support them in code-breaking and in understanding, using, analysing and evaluating texts (1.2.4)
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Research

Literacy Across the School Curriculum

Freebody, (2012)

- <http://www.nlnw.nsw.edu.au/vids2012/12211-freebody/vid12211.htm>

- Discussion – What was new for you, what was different? What does this mean for you?

What do we know about Assessment

- The distinction lies in how the assessment information is used.
- Assessments **of** learning
- Assessments **for** learning

Activity

- Discuss the difference between assessment for learning and assessment of learning.
- When and how would they be used?
- Give examples of assessments you see commonly used in class.

What assessments?

- Group 1
- Read pages 21 through 28. what are the major points in this reading?
- Group 2
- Read pages 31 -37. (Six characteristics...)
- Discuss in group, report to whole group

What we know

- The Focus of the Education Standards (DDA, 2005)
- All students will be treated on the *same basis* as a student without a disability
- Some students may require adjustments and accommodations for learning

What we know

- Assessment informs quality instruction
- A comprehensive assessment plan is crucial for guiding instruction that will guide overall levels of achievement
- A whole school plan for implementing literacy across the curriculum will improve literacy standards for all students
- Teaching assessment skills impacts on learning
- Teaching assessment skills for improved outcomes

Reading ability impacts on assessments

Groups of students include those who:

1. read to stage level
2. struggle to comprehend what they have read.
3. struggle to decode the written text

Students who experience difficulties in reading cannot readily show what they know about the subject without adjustments

Assessment Activity

- The materials on your table are an assessment that you might complete in school as a student.
- Work with your table group for 10 minutes to complete the task.
- Report. Respond to whole group.

What assessments to use for literacy

- Specific assessments are required when formative and individual assessments identify the need for more specific information.

Vocabulary and Comprehension

Assessment (IES research)

Whole class or Individual assessment

Instructions: Read and circle 1 word within each set of brackets that brings meaning to the passage.

In early 1945, the Japanese were facing certain defeat in World War 11 by the American and Allied forces. However after the United States dropped (**two, was, drama**) devastating atomic bombs on the Japanese (**word, cities, cunning**) of Hiroshima and Nagasaki, the Japanese (**eventually, military, mircroscope,**) rulers refused to surrender. It was (**the, three, things**) Emperor who eventually brought about Japan' s (**surrender, facing, he**). He ordered the commandoes to cease (**, their, announce, fighting**) and spoke on national radio to (**the, over, were**) Japanese people to announce that the (**had, war, people**) was over. This was a dramatic (**moment, done, forces**) for two quite different reasons. First, (**the, policy, states**) emperor was making a direct impact (**miles, heard, on**) military policy. Second, this was the (**first, atomic, Japanese**) time that the people of Japan (**certain, ordered, had**) ever heard the voice of their (**emperor, second, different**).

Fluency measure assessment

Student Practice # 1

Examiner Scoring Sheet

Place Student
Label Here

Score: _____
Oral Reading Fluency

7

Oral Reading Fluency

When I say "Begin," start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

Florida's Hummingbirds

Hummingbirds live only in the Americas. Of the 338 species known, 16 are found in the United States and 3 occur in Florida. Black-chinned and rufous hummingbirds occasionally can be seen in Florida during the winter, but the ruby-throated hummingbird is by far the most common hummer in the state. This feathered jewel is about 3 inches long and weighs as little as a penny. Its name describes the most brilliant part of the mature male's plumage. The throat feathers contain air bubbles that give off an iridescent red tone in full light. Both sexes, young and mature birds, have metallic green backs and white-tipped tail feathers.

The ruby-throat's breeding range extends from central Kansas to the east coast and from Saskatchewan to central Florida. Although some birds may stay in south Florida year-round, most spend the winter in Mexico and South America, where the weather is warmer. These tiny hummingbirds, whose wingspan is only 4 inches, fly to and from Florida over the Gulf of Mexico. This represents a trip of 500 to 600 miles that must be made without stopping. To prepare for migration, the birds store up reserves of body fat in order to have sufficient energy. Males arrive back in Florida in March, and females follow them about a week later.

10
23
31
42
55
69
80
91
103
110
120
130
142
153
164
177
190
203
213
220

Words Attempted _____
Errors _____
Words Read Correctly _____

Prorating Scores
(for students who complete an entire passage in less than one minute)

The passage score is obtained by using the following formula:

$60 \times \frac{\text{total words correct}}{\text{seconds}} =$

_____ Words Read Correctly



Individual Assessment

Assesses:

Fluency

Vocabulary,

Accuracy

Comprehension - including retell, literal, inferential and creative questioning

What Assessments can be used to Assess Literacy

- Clinical Evaluation of Language Fundamentals (CELF) Screener
- Language processing (1:11 persons in Australia have language processing disorder Brent, 2011)
- Impacts on literacy learning Literacy

DEC & Other recommended assessment tasks for struggling learners

- Alphabetic principle:
- Digraphs and single letter sound knowledge Specific Level assessment Tasks – EDUCHECK, Johnsons Sight Words, modified Phonemic Awareness test (DEC)

pjlanguagelarningassistance.com

Fluency Reading

- PM Benchmark
- Specific Level assessment Tasks (DEC)
- The Maitland Program
- Subject Specific text or
- EasyCBMs – (Yrs 1-8) http://www.easycbm.com/info/reading_assessments.php

Vocabulary testing e.g. EasyCBMs Subject Specific Curriculum Based measures 3.
Comprehension maze, Reading record of subject specific text.

Comprehension- Maze

Maze generator <http://www.interventioncentral.org/tools/maze-passage-generator>

Spelling Assessment

- Waddington or South Australian Spelling Test
- Assesses skills and knowledge for encoding
- Assessed Letter sound knowledge of single sounds and digraphs

Preparation for Assessment

- Teach how to do:
- Multiple choice questions
- True and false questions
- Test taking that includes tips to answer questions, what to do if you can't work out the answer and what to do if you don't know the meaning of a word (see Secondary posters www.pjlanguagelearningassistance.com.)

Preparation for completing assessments

Discussed with students:

Rubrics for evaluating performance to help the students develop ;

- an understanding of the components that contribute to a higher score (more complete, more elaborated, more highly organized response)
- To reflect and use repair strategies relevant to their reading, writing, and oral presentation activities.

Teach students to self question:

1. Did I:
2. find enough information to write my report?
3. think about and plan what I am saying?
4. review and revise my report?
5. edit and fix spelling and punctuation?

Preparation for completing assessments

Teach students how to do assessments:

1. Provide a good examples of assessment and brainstorm, analyse and discuss the features what made it good in class.
2. Provide a poor example of an assessment and brainstorm, analyse and discuss what made the assessment a very poor one in class.
3. Discuss, list the differences and develop a set of keys to quality that transform into a rating scale that predicts the continuum of quality along each element. This should be accompanied with good examples.
4. Multi-modal assessments that allow the student to show what they know must be presented and discussed with the students.

Assessments

- 1. Rich questioning and discussion that provided ample opportunities for discovering student thinking and knowledge;
- 2. Comment-only marking which focused on providing descriptive, rather than evaluative (as in grading), feedback about the strengths and weaknesses of student work;
- 3. Sharing scoring and grading criteria with students so that they had a very clear idea of what successful performance on a given task or activity looked like;
- 4. Providing many opportunities for peer- and self-assessment; and
- 5. Group review of outcomes from tests.

Bibliography

Literacy K-12 Policy Downloaded from:

<https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml?query=literacy+policy>

From assessment to programming

<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgms/assessprogad.pdf>

EasyCBMs

http://www.easycbm.com/info/reading_assessments.php

Assessments - Board of Studies

<http://www.tale.edu.au/tale/components/includes/trap.html?uid=aHRocDovL2FyYy5ib2FyZG9mc3R1ZGllcy5uc3cuZWRR1LmF1L2dvL2stNi9AVGFMRV8yMDA1XoRFVExSTV9QdWJsaWNfVjI=>

Bibliography

Reading research for secondary teachers

<http://www.readwisconsin.net/content/secondary-reading-interventions>

Maze generator

<http://www.interventioncentral.org/tools/maze-passage-generator>

Conclusion – We assess

To increase overall levels of reading proficiency in order to better prepare students for increasing demands for high-level literacy skills both in post-secondary education and the workplace.

There is evidence that current average reading levels of students graduating from high school are not sufficient to meet post-secondary literacy demands, both in many work place settings and at community colleges and universities (Biancarosa & Snow, 2006; Williamson, 2004).

The practical translation of aiming to reach this goal is to have all students reading to a high standard throughout their schooling